Education Transformation Policy Commission
Minutes for Meeting on April 27, 2009

Present

Bridgit Scheffert, Karrin Wilks, Mike Deweese, Kyle Weinreich, Joey Donovan, Brian Howe, Teri Geney, Laura Soares, Chris Koliba, Bill Rivard, Chris Robbins, Don Collins, Tom James, Retta Dunlap

DOE: Kay, Bill R, Carol

Observers: Amy Cole, Karen Stewart

Kay: review of work to date

Meeting Notes

The first half of the meeting involved the entire group in review and feedback on the summary transformation vision built by the commission in its earlier meetings. After a series of "speed interviews" of all commission members, members grouped in 4 categories to summarize and report back on their findings.

Activity:

Level of support:
- No one fully support w/out at least some changes
- 9+ could live w/ it without some changes
- 6+ could not support
    "Tweaking" vs. radical change
    Only changing current model, not a <u>new</u> model
    Too much secondary focus, rather than PreK-16
    Too "school" centric (even "student" vs. "learner")
    Must focus on the system/governance
    Must clearly indicate significant and fundamental change required
    Language we are using emerges from system we currently have
    Critical role/change for PD

Transformation incrementally vs. transformation on its head
Work done to date meets what expectation is for commission, but sense is that incremental is better than where we are now

Six: clarification on whether or not they can support

Philosophically gets high marks, but when going to deeper level then the discomfort creeps in 1) change of school house vs.) 2) radical change

Document represents work done to date, but need to be able to move to the next level

Teacher education transformation; overhaul the system; perhaps a model

More work: moving away from the current system

What Did You Dislike
    1. Definitional/language issues
        "Full mastery"
        "Learners" vs "students"
        Mew words for "standards" , "framework", "choice"
    2. Completely new role for teachers – what does it look like
    3. Complete overhaul of teacher ed, PD, evaluation, leadership preparation
    4. Incremental vs transformational
        Strategies are school-centric
        Lack of systems change
    5. Intellectual exercise vs useful for implementation
        Governance, funding, structure,
        Jargon
    6. Not enough blurring of Pk-16 lines

        Too focused on the deficit side? Not enough focus on what is currently going on and is positive in schools (what's missing?)

        What policies would need to be re-structured? Funding discussion?
            Does this related to the split on the attributes section?

        Strong strand in the group about whether or not this is the direction
group wants to go in? Direction

        Supposed to be a clear statement of "gorgeous school"

        Joey: discussion on education of kids w/out the $$ attached
        Kyle: leave the $$ out of the discussion and focus on the vision

        Kay: move forward to education transformation act tht will be the basis of a broader conversation

        Teri: objects to incremental; dividing line – policies can have a timeline attached: incremental and long term

        Kay: timeline an important recommendation of the group; "if you don't regulate, we're not going to do it"

What Do You Like – major themes:
    Flexible learning environments
    Individual learning plans/engagement
    Performance based assessments
    Applied learning
    High leveraged strategies

    Centered around the learner; some hesitations on the individual plan, but interested in the engagement of the student in the plan

    Laura: starting to develop a picture;

Tom: do 5 specific strategies address? Or is it the descriptions?

Laura: - Descriptors are the piece that caught my attention

Tom: Descriptors not as strong are the strategies

Laura: better than bullets

Bill Romond: beginning to address the common description; do we have common vision?

Mike D: 5 strategy buckets hit the nail; descriptions vary between powerful and shipping back to comfort level (A vs D)

Themes re descriptors:
Mike: school w/in the walls vs school outside the walls; school reform vs education reform

Good feedback on the descriptors

Bridgit: stuck and confused; rooted in two areas: 1) polices are set to define rules and regulations; 2) reform, increment, transformation – transformation is systemic change: descriptors to field – they would say they are doing it, so change needs to go beyond that. A lot of well-intentioned peole have sat around tables like this, so why has changed not happended? Systems change

Chris K – Systems change documents and discussion; set the policy discussion aside and move to the systems change discussion; implement stratgegies that provide a contagion for those who want to
- Inventory change discussions – need programmatic review to see

Retta – Systems change; talking about the public school systems – also have independent schools and home schools; things that current systems could learn from each other – education playing field

Most Important Attribute of Transformation – yes, no, if not – what could be adjusted

Attribute	In the document	How to improve
Personalization – system fist student, not the other way around	Not explicit enough	
Every single student	No	Emphasize "every"
Rework <u>entire </u>system; not just tweaking	No; feels too incremental	
21st Century Technology	Somewhat	
Need K-8 basic skills (not just high school)	No; doc. Feels too H.S.	Be more explicit re: K-8

Teacher PD	Not adequately	Whole state has to do it
General Feedback	Too much education jargon	Who is the audience of doc.? Several layers of Docs.
Personalized learning	Not emphasized enough	Provide more clarity about how it could like (Get into details)
Role of teacher	Emphasize <u>shift</u>	→
Has to be implementable	And accountable →	Add
PD for structures and for personalized learning	Emphasize PD more	
Emphasis on student as learner	Yes, but… "learner" vs "student"	Work to translate how that looks outside school walls. Define "dynamic learning community"
Personalized learning	Yes, but	Be careful not to swing pendulum too far to individual/choice curric.
Governance	Not enough Redefine schooling →	Success is tied to governance…other too incremental
Allow freedom of choice (not just school choice)	No	Reformation or transformation? Add a la carte menu for pers. learning plans
Notion of community in transformation	Not emphasized	Acknowledge how these changes will impact schools & communities
Change teacher practices & pedagogy	Add more emphasis on changing role of teacher →	
Educational leadership	Not adequately emphasized →	
Sustainable	Pockets of reform or full (system) transformation ?	

This work should be different, radical, not watered down! Bold.
Could be full change of some schools, over some change of all schools
Transformation means things look different. Define it! Paint the picture.
Disadvantaged student is not emphasized enough

Structure of doc. could be tighter.
        Goals → Activities → What it looks like → How will Student…
                                                                Teacher…
                                                                Parent…
                                                                Community…
 	
                                                        experience change?

Attributes: Yes but
       Personalization – need a clearer picture
       Every single student
       Systems comments
       Too much educational jargon – who's the audience
       Role of the teacher – shift
       Role of technology
       More high school than K-16, K-8, 7-12 and beyond
       Is it implementable?
       Prof Development
Student vs. learner
Governance not mentioned enough – redefining learning
Choice – choice within schools
Community – more
Changes in teacher practice and pedagogy
Leadership
Sustainability – could there be full change of some schools and some change for all schools
Transformation – means change, not watered down
Structure of documents could be tighter

Laura: no one could support fully
Strategies defined, but descriptors need work. Fleshing out

Don: how does this look re NE work?
       High School – focused on secondary
       Layered

International benchmarking

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Kay – flag items that got raised:
       Radical version of transformation – school house vs radical change
       Role of teachers and administrators
       Elementary focus needs to be expanded
       What has prevented system change from previous work?
       21st Century learning skills
       Unpacking the fundamental strategies

Chris: effective devise for sharing a vision: 20 years time? What would someone see?
       Pick a town – what would it look like?

       Characteristics of a system in 2030 – narrative
          Buy-in
          Compelling vision

Laura – what makes effective change, systems change? Effective policies that make a difference….

Bill Ri – comprehensive school reform; school reform models focus on models. Schools and research exist – go into a school with a team and review,

Kay – from first meeting: models.

> Suggestion: participants need to be zoned in on what they feel important; -→
> Consider identifying specific areas (from flagged items); work on specific areas:
> > Elementary
> > Narrative piece of description

Chris: fundamental process and timeline
> Reform models
> Systems change
> Narrative visions

> Agree on topics
> Process and timelines

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Kay – cohesiveness of group to enable small group work to move the whole forward – yes, this is the vision we want our recommendation

List:
1. Unpack the policy themes/implications around specific strategies

> Selecting a strategy/theme – re-write and then flesh out policy themes/implications (i.e. statewide pd; changes in teacher education programs, etc.)

2. Vision is too focused on high school- make more inclusive (PreK-16)
> Areas to change: identify specific student achievement outcomes for K-4, 5-8, 9-12 PrK -16

3. Systems changes vs schoolhouse change:
> Incrementally vs radical (comprehensive); what is the diff between systems vs schoolhouse

4. How systems change? Systems change model; Creating high leverage policy? Legacy items (HSOM, Teaching Matters Most, etc.) How to avoid repeating that?

5. 20-year Narrative of what the system would look like…..

Retta – 2 and 5 are similar – big picture; transformative;
> 1,3,4 are systems within the bigger

Chris: 4 would include
> Going back to 6/9 split
> Timeline

Kay: overarching policy framework
    Specific policy recommendations

Bridgit: establish the desired state, then what policies need be in place to move to desired state;

Mike: assertion on what transformation is; not normed around fundamental definitions of transformation; concerned about 16 mental models

Kyle: list of definitions:
    Here's what "transformative" is, etc.

Bill ri: Focus on a higher level- policy, bigger picture

Don C: - not concerned about the 9-6;

Brigit: 9 and 6 are trying to say something

Laura – needs more than a few adjustments; areas are captured that need fleshing out.

Mike – 9 and half – suggests that there is more agreement than the 9-6 indicates

Chris – one of the 9, but incremental but not transformative; to be transformative, small group – brainstorm with all, then small group fleshes out

Mike – Summit activity on envisioning the future

Tom: How are the children? – Original definition of transformation
    Charge – 5 specific points
    Summit documents –

        All on the same page

    Examples exist: Vergennes, The Edge Academy,

Kay: incremental
    Transformative and reformative

    Synthesis: 9-6 split, but not as diametrically opposed as perceived

    Work on distinction between system vs schoolhouse change

    Policy Framework: why, what, how –

    Where to go: use the document, re-edit,
            Draft the policy framework
            Transformative vs reformative

Chris: Agenda proposal:
    Review 40 narratives – from Summit

15 minute write
Review
Draft vision from there
       (take "Likes" and make it real; think about audience)

Systems change:
       Review of basic fundamental concepts
              Vision
              Systems concepts

       De-construct the attributes
              Leave with small working groups

Sharing examples of reform and change models (virtual space for review)
       High Schools that work
       HSOM
       Virtual High School

Karrin – trying not to re-invent the wheel

Kay: **Homework**
       Send links to the 40 writes
       Write vision – 20 years from now
       Send personal write by May 6 "I think this is transformative" or "I think this is reformative"
       Come prepared to discuss on May 11

Transformative vs Reformative – can we tell

Brian – working with work that has been done (SBE constituent meetings, September summit)

Kay – validate for Commission that collective understanding exists

Retta – groups needs to have ownership; come back and work it through

Kay – solidify: What
         How,
         Timeline
         Evaluation to know that we are there or going there

No edits to the document at this time

Teri – nuggets, schools that doing transformative activities

Chris K – brief overview of systems change, useful for discussion for selecting systems change: correct, rewards, accentuate, emerging quality – basis rules, regulations for

Kay – discussion on what document will look like

Closure: "gorgeous vision"
       Translate to policy Framework
       Drafting (small group)
       Move – piecing the work out

Bill Ri - practicality of whatever is recommended

Tom J – examples of change in progress come to speak

Kay: where going, process, timeline – sequence of activities – flesh out

Date: May 26th……